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ABSTRACT

Standards for approval of teacher preparation programs in the state of Virginia are presented. These standards represent an "approved program" approach to teacher certification with institutions sharing a great responsibility in determining that their candidates have the necessary qualifications for certification. Emphasis is placed on the recommendations of the institution regarding the qualifications of each candidate for initial certification and on the appropriateness of the institution in such areas as resources, faculty, personnel policies, and facilities. This approach also encourages statewide cooperation among institutions in evaluating achievements and setting goals for improving the quality of teacher education. (MM)

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ED144923

# Standards for Approval of Teacher Preparation Programs in Virginia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP011052

Adopted by
The State Board of Education

Division of Teacher Education
and Certification
State Department of Education
Richmond, Va. 23216
December 1973

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# STANDARDS FOR APPROVAL
# OF
# TEACHER PREPARATION PROGRAMS
# IN
# VIRGINIA

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ADOPTED BY

THE STATE BOARD OF EDUCATION

# PREFACE

These *Standards for Approval of Teacher Preparation Programs in Virginia* were approved by the State Board of Education in September, 1968, and in July, 1973. In 1968 the Department of Education was authorized, upon receipt of acceptable credentials, to issue a regular Virginia certificate to a graduate of an "approved teacher preparation program" in a Virginia college.

The Department, upon receipt of acceptable credentials, was authorized also to issue a Virginia certificate to a graduate of an out-of-State institution, provided the program completed by the applicant is approved by the State Board of Education or other appropriate agency in the state in which the institution is located and meets the minimum standards of the National Association of State Directors of Teacher Education and Certification (Circular No. 351).

The State Board of Education has long accepted an "approved program" approach to teacher certification. With this approach, institutions share a greater responsibility in determining that their teacher candidates have the necessary qualifications for certification. Emphasis is placed upon the recommendations of the institution regarding the qualifications of each candidate for initial certification. In assuming this responsibility, institutions will recruit, select, and retain for teacher preparation only those persons who show genuine promise.

The program also emphasizes the appropriateness of the institution for teacher education in such areas as resources, faculty, personnel policies, curriculum, and facilities. The program provides for increased statewide cooperation among institutions and with the State Department of Education in evaluating achievements and setting goals for improving the quality of teacher preparation.

The new program became effective for the 1968-69 session. Colleges and universities desiring approval by the State Board of Education for their teacher education programs must file an application with the Department's Division of Teacher Education listing the programs for which approval is desired. Procedures for applying these standards are set forth in Section IV of this bulletin. Until State institutions and programs have been approved in accordance with these standards, applicants will be certified under current certification regulations and procedures.

Appreciation is expressed to the many representatives of institutions of higher learning and personnel from the public schools who contributed to the development of these standards. It is hoped that these standards, developed through cooperative efforts of many individuals, will serve as a basis for further improving the quality of teacher preparation in Virginia. These standards will be reviewed and evaluated at suitable intervals to help ensure well-qualified teachers for the public schools in the State.

WAYLAND H. JONES, *Director*
*Division of Teacher Education*

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# PRINCIPLES AND STANDARDS OF ORGANIZATION

Virginia senior colleges and universities seeking "program approval" for their undergraduate programs for the preparation of teachers must hold membership in the Southern Association of Colleges and Schools. Such membership indicates that the institution has been evaluated and meets the minimum standards of the Association. Specific "program approval" of the institution for the preparation of teachers will be governed by the standards as set forth below.

*Purposes and Objectives*

Programs for the preparation of teachers are expected to operate with appropriate purposes and objectives. These should be made explicit, both in formal statements and in evidence of their practical application. An institution seeking initial and continuing approval of teacher preparation programs should include in its catalog clearly defined statements of such purposes and objectives. Objectives for teacher preparation should be consistent with the over-all objectives of the institution.

The scope of the teacher preparation program should be clearly defined, and the institution should indicate that it has the facilities and activities necessary to operate the proposed programs. Such factors are not ends in themselves but must be judged finally in terms of the quality of the institution's product.

*Organization and Administration*

A. The organization of the teacher preparation program should give evidence that:

1. The development of the teacher preparation program is a cooperative endeavor and the program is the product of all disciplines and personnel involved in its operation
2. The program defines the kinds of positions for which it is designed to prepare candidates and the nature of the competencies needed to fill these positions
3. A permanent council or committee of the administrative and instructional staff coordinates the total teacher preparation program and assures continuous inter-faculty action necessary for its operation.

B. The administration of the teacher preparation program shall provide for:

1. Continuous evaluation of the curricular elements of the program and the progress of the students
2. Flexibility in programming

3. The right of the institution to determine the fitness of an individual to begin to teach and to recommend accordingly
4. A catalog description of each teacher preparation program which is easily understood by faculty and students
5. Policies designed to assure the satisfactory completion of the objectives of the teacher preparation program through:
   a. A system of selective admission to and retention in the teacher preparation program
   b. Registration procedures which facilitate the identification of students preparing to teach
   c. An effective system of guidance, counseling, and placement
6. Adequate secretarial and clerical help.

*Student Personnel Program*

A. The guidance of college students must not be left to ordinary classroom contacts only. The college has an obligation to provide a guidance program which will aid the personal growth and development of each student. This program should be coordinated by qualified persons and should draw from a wide range of faculty resources.

B. The guidance program for students should include:
   1. Centralized information-gathering procedures, which make current data concerning students accessible to all persons serving as student advisors
   2. Special counseling to assist students in appraisal of potentialities, diagnosis of needs, and referral for remedial services where needed
   3. Assistance to each student in the selection of a program of studies and co-curricular activities that promote his physical and mental health
   4. Group activities which provide opportunities for experiences in human relations and practice in group cooperation
   5. A well-organized program that sets forth the opportunities for teaching careers
   6. An effective placement service that assists graduates in finding positions where they can make their optimum contribution both to the teaching profession and to the community in which they will serve.

*Admission Policies and Practices*

*Admission to the Institution*—One index of an institution's caliber is its admission policy, as evidenced by requirements, standards, and pro-

cedures. The indiscriminate use of entrance probation is considered evidence of unsound admission practice. The fidelity with which a college complies with announced entrance requirements is of primary importance.

*Admission to Teacher Education*—There should be definitely announced policies and a systematic screening method by which the student may make application for admission to professional teacher-education curriculums. There should be a definite method for selection and retention of applicants. Such policies should include the time and possible alternatives for admission.

Among the standards for acceptance are the following:

1. Quality of scholarship
2. Personal and social fitness and demonstrated leadership or indicated potential
3. Physical and mental health for the tasks to be performed
4. Voice, speech, and competency in oral and written English
5. Participation in extra-class activities and related experiences.

### *Faculty*

The quality of the faculty is one of the more important factors in judging the effectiveness of an institution. Appraisal of the faculty should be made in terms of its competence to provide the program for which approval is being sought. Each faculty member—in subject-matter and in professional fields—should have a high degree of competence in his area. All who teach college courses should have a master's degree; no less than 20 percent should have an earned doctor's degree.

The institution shall show evidence that:

1. Faculty members involved in teacher preparation are selected and assigned because of training and experience needed to attain the objectives of the program
2. Faculty turnover does not impair the continuity and effectiveness of the program
3. The faculty demonstrates purposeful experimentation in teaching as an example for students
4. Staff members have current knowledge and understanding of the public school programs in their service areas
5. The faculty holds membership and participates actively in learned societies and professional organizations
6. New staff members receive orientation to the objectives of the institution, including the teacher preparation program, its organization and curricula.

*Facilities and Instructional Materials*

*Facilities*—The facilities provided for professional education and each of the areas of specialization shall give evidence of:

1. Adequate classroom and storage space
2. Up-to-date equipment
3. Adequate office and counseling space
4. Library
   a. Adequate physical plant
   b. Satisfactory library collections (books, references, and periodicals) in professional education and each field of specialization for which the institution is approved.

*Laboratories*—Each institution should be provided with laboratory equipment sufficient for instructional purposes for each program offered, including suitable shops and shop equipment; specialized equipment for the biological and physical sciences; specialized equipment for child-development sciences; gymnasiums for physical education; equipment for courses in business education; laboratories for home economics; and adequate facilities for work in agriculture. Laboratory equipment should include audiovisual equipment and other teaching media which have become accepted essentials of modern teaching.

*Curriculum Laboratories*—A materials laboratory or center should be maintained either as a part of the library or as one or more separate units. It should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; curriculum patterns, courses of study, and teaching units; and workshop facilities for preparing new curriculum materials.

*Laboratory Schools*—Each college should establish a laboratory center or centers either as a part of the college administration or in cooperation with nearby public schools. These may be organized for professional laboratory experiences prior to student teaching. Schools selected for professional laboratory centers should provide experiences based upon principles of education, including child development, learning theory, curriculum research, and community relationships. Provision should be made for using such centers for extensive new research and experimentation by both students and faculty. Staff to direct such research should be provided. College and laboratory staff members should have communication lines established to insure coordination between theory and learning experiences.

Student teaching should be done through cooperative programs in selected schools having desirable curriculums, appropriate teaching materials, and professionally educated staff members with successful teaching experience. There should be provision for coordinated extensive supervision by college faculty, involving both subject and education areas, and for special preparation of both school and college supervisors.

SECTION II

# CURRICULUM PRINCIPLES AND STANDARDS

*General Education*

General education is based on those studies known as the liberal arts, which embrace the broad areas of the humanities, mathematics and th biological and physical sciences, and the social and behavioral sciences. The content of general education, selected with discrimination from the aggregate of human experience, should embody the major ideas and principles of the various divisions of knowledge as they bear on common concerns. More specifically, the general education program should:

1. Foster individual fulfillment and nurture free, rational, and responsible adults
2. Cultivate appreciation for the values associated with life in a free society and for wise use of the power which accompanies citizenship
3. Develop leaders who are intellectually competent, imaginative, and vigorous
4. Contribute fundamentally to and give direction to the use of professional knowledge
5. Stimulate scholarships that will give understanding to concepts not now extant and help prepare people for rapid adjustment to essential change
6. Encourage discernment in examining the values inherent in foreign cultures to the end that a clearer understanding of other peoples will reduce world tension.

Because general education is a developmental experience achieved with the maturation of the college student, it should be emphasized in the first two college years, extend throughout the baccalaureate program, and continue in diminishing proportions into graduate study.

In the belief that a general education program relevant to the future is attained by a carefully selected sequence of courses which increase in depth as the student matures, each institution approved for the education of teachers shall be responsible for building a sequential program of general studies which will help the college student attain an understanding and appreciation of:

1. Language skills as essential tools in communication
2. World literature with emphasis on, but not limited to, the writings of English and American authors
3. The aesthetic values in human experience expressed through the fine arts
4. The scientific and mathematical concepts upon which contemporary civilization depends
5. Contemporary world culture
6. Social, geographic, political, and economic conditions and their impacts on current problems in the nation and the world
7. The growth and development of the United States as a nation and its place in world affairs
8. The principles of physical and mental health as they apply to the individual and the community
9. American culture and heritage.

The State Board of Education's *Certification Regulations for Teachers*, revised effective July 1, 1968, specifies with reference to General Requirements:

I. Applicant must be a citizen of the United States, must be at least 18 years of age, and must possess good moral character.

II. Applicant must have good health and no disqualifying physical or emotional handicaps. Evidence of fitness to teach from the standpoint of health may be required from a qualified physician.

III. Applicant who has had teaching experience must have an acceptable rating on such teaching.

IV. Applicant must possess a baccalaureate degree with a background of 48 semester hours in general education, including a minimum of:

A. *Humanities*—12 semester hours

English Composition (required) and the balance from any of the following fields: foreign language, literature, speech, fine arts, music, or philosophy

B. *Social Science*—12 semester hours

American history (required) and the balance from any of the following fields: history, anthropology, sociology, economics, political science, geography, or psychology

C. *Laboratory Science and Mathematics*—12 semester hours
(At least one course in each area)

D. *Health and Physical Education*—4 semester hours or equivalent
(At least one course in each area)

The remaining eight semester hours shall be selected from courses listed in A, B, and C above.

It is recommended that all teachers take a course in speech and basic economics to satisfy in part the general education requirements.

In lieu of the above requirement, a total of 60 semester hours in general education may be accepted at the discretion of the Director, Division of Teacher Education.

NOTE: The following statement was approved by the State Board for use by appropriate college officials in certifying and recommending applicants for a Virginia Teacher's Certificate:

> "This is to certify that the above named applicant has satisfactorily completed teaching major(s)* in ..... of the Teacher Preparatory Program approved by the State Board of Education and is eligible for the Collegiate Professional Certificate with endorsements listed above under rules and regulations of the State Board of Education. I further certify that this person is qualified by character and temperament for the teaching profession."

*Professional Education*

*Planned Sequence of Studies*—The program of professional preparation for teaching should provide a sequence of studies planned to develop:

1. Knowledge of the processes of human growth, development, and learning, and the practical application of this knowledge to teaching
2. Knowledge of methods, materials, and media appropriate to teaching, with special emphasis upon the student's field of specialization
3. Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents
4. Understanding of the philosophical and sociological foundations underlying the development and organization of public education in the United States
5. Understanding of the purposes, administrative organizations, and operations of the total education program of the school.

It is desirable that members of the college faculty who teach the professional sequence shall have had public school teaching experience. It is essential that they have continuing working relationships with the schools.

Certification requirements specify that eighteen semester hours in professional education will be required for the Postgraduate Professional and Collegiate Professional Certificates for elementary and kindergarten teachers and that fifteen semester hours will be required for high school

*Endorsement area.

teachers. The general areas of study are as follows: Area I—*Human Growth and Development* (Elementary and Kindergarten—6 sem. hrs.; Secondary—3 sem. hrs.), Area II—*Curriculum and Instructional Procedures* (6 sem. hrs.), and Area III—*Student Teaching* (6 sem. hrs.).

*Professional Experience Prior to Student Teaching*—The program of professional study in education should make provision throughout for observation and experience with school-age youth. Study of theory and practice should be closely related. The college schedule should be arranged to support this field-classroom approach to teacher education.

*Student Teaching: Purposes*—Student teaching is both instructional and evaluative. Here the student's communicable knowledge, his commitment to teaching, and his skill in classroom management are developed and tested. Performance in student teaching should provide important evidence on which the college's decision to recommend the student for certification and employment is based.

*Standards for Student Teaching Program*—In considering the approval of teacher education programs, the following statements should be used as a basis for evaluating student teaching. These statements are not all-inclusive. Higher institutions are encouraged to develop student teaching programs of a quality superior to that implied.

1. *Admission to Student Teaching*—The student should be permitted to engage in student teaching only after an institutional review of his record indicates that his scholarship, performance in an area of specialization, competence in the professional sequence, and personal characteristics qualify him for the responsibilities of student teaching. The supervising teacher should be provided in advance with information about the student that is essential for adequate understanding and guidance.

2. *Intensity*—Student teaching should be a full-time experience. It should begin with observation, involve expanding responsibilities, and finally include the full range of activities of a teacher in a typical school situation.

3. *Length of Program*—A good student-teaching experience provides for intensive and continuous involvement. Regardless of the ability of the student teacher, his period of involvement should be long enough for him to observe evidence of change in patterns of learning and behavior on the part of his students. The length of student teaching should depend upon the performance of the student teacher, as determined by supervisory personnel.

4. *The Cooperating School*—The cooperating school or school system should be chosen by the college because of the commitment of the administrators and staff members to participation in the preparation of new teachers and their willingness to supervise, and on the basis

of the overall excellence of the school's instructional program and resources. The school selected should offer a range of experiences:

a. At different levels within the various teaching fields

b. With different groups and groupings of students

c. With a range of instructive nonclassroom experiences, e.g., counseling, record keeping, extracurricular activities, preparation and selection of teaching materials.

5. *The Cooperating Teacher*—Cooperating teachers should be selected jointly by school and college personnel on the basis of officially recognized state standards. In addition to being fully qualified in the area in which he accepts student teachers, the cooperating teacher should be experienced, have a good performance record, show continued professional growth, and have the temperament and desire to work with a student teacher.

   Only one student teacher should be assigned to a cooperating teacher at any given time.

6. *Supervision by the College*—Responsibility for the direction and coordination of all student teaching should be assigned to one administrative unit of the institution. Supervision should be done by full-time college faculty members with specializations appropriate to the area being supervised. There should be coordinated supervision by representatives of both the academic and education departments who are competent to teach the college's special methods instruction and are knowledgeable about the public school's philosophy and instructional program.

   Each college supervisor's total college teaching assignment should provide the time necessary for frequent visits to each student teacher assigned to him and for regular conferences with the student teachers, their supervising teachers, and other appropriate school and college personnel. Each visit should be long enough to allow the college supervisor to judge the student teacher's effectiveness and communicate comments and suggestions.

   A desirable load for the supervision of student teachers is one student teacher per semester hour of the teaching load. While this might be increased somewhat under special circumstances, it should never exceed the point of a double load.

## *Teaching Majors*

### ELEMENTARY EDUCATION—KINDERGARTEN

College programs for the preparation of elementary school teachers differ in structure, organization, and staff assignment. However organized, the requirements of the curriculum for elementary school



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teachers should provide for subject-matter preparation adequate in terms of the functional needs of elementary school teachers.

Traditional academic majors in single "disciplines" alone are frequently too narrow to serve as the basis for specialized preparation of elementary school teachers. The content to be studied should provide preparation sufficient for a beginning competence in all of the subject-matter areas normally found in the elementary school curriculum. Specific provision should be made for the development of adequate academic background in each of the following subject areas: (1) English composition and language, (2) literature, including works suitable for children, (3) speech improvement, (4) arts and crafts, (5) health and physical education, (6) mathematics, (7) music, (8) sciences—biological, physical, earth, space, and (9) social science, including at least world history, American history, geography, and American government, with study also urged in anthropology, economics, and sociology.

The specialized professional portion of the curriculum for the preparation of elementary school teachers should include specifically, in either separate or integrated courses, a study of the methods and materials of teaching each of the following elementary school curriculum areas: (1) reading, (2) language arts, including children's literature and speech improvement in children, (3) arts and crafts, (4) health and physical education, (5) mathematics, (6) music, (7) science, and (8) social science.

The *early elementary education program* should be developed with the necessary modifications to insure professional study of and laboratory experiences with nursery school, kindergarten, and primary-aged children. Emphasis should be given to curriculum areas ascribed to early elementary education. Particular stress should be placed on language development, scientific and mathematical concepts, social sciences, and the creative arts.

Certification requirements state:

> *Specific Endorsement Requirements for Elementary Education—Grades 1-7 and Kindergarten*
>
> An applicant for the endorsement in (1) Elementary Education 1-7 and the joint endorsement (2) K*-1, 2, 3 must qualify for the Collegiate Professional Certificate and must complete a total of sixty semester hours in the subjects listed below:
>
> English (18 sem. hrs.—A course in children's literature should be included.)

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*The applicant for an endorsement in Kindergarten only must qualify for the Collegiate Professional Certificate and should offer semester hours of credit as specified for each of the subject areas listed.

Social Science (18 sem. hrs.—A course in American history and a course in basic economics are required. Courses in geography and world history should also be included.)

Mathematics (6 sem. hrs.—This should include instruction in fundamental concepts of those areas of mathematics commonly taught in elementary schools.)

Science (6 sem. hrs.)

Art and Music (6 sem. hrs.)

Health and Physical Education (6 sem. hrs.—This should include instruction in safety, health, and physical education activities appropriate for the elementary school.)

AGRICULTURAL EDUCATION

Certification requirements specify:

I. Completion of curriculum prescribed for preparing teachers of vocational agriculture in a college approved for this work for which the degree of Bachelor of Science in Agricultural Education is given.

In exceptional cases an applicant may also qualify for an endorsement to teach Agricultural Education upon completion of the requirements for the baccalaureate degree in a specialized area of agriculture such as agricultural engineering, animal science, dairy science, and horticulture. Selected prescribed courses in Agricultural Education shall also be completed.

Courses should include plant and animal science, soil and water management, farm and home electrification, agricultural mechanics, farm management, agricultural economics, agricultural bookkeeping and accounting.

II. Applicant shall have a sound background of agricultural experience, preferably farm reared.

ART EDUCATION

The program should include:

1. A study of the philosophy, principles, methods, and curriculum of the visual and tactile arts

2. A study of world art (past and present) with emphasis on the relationship of the art to the culture in which it was produced and its influence on subsequent cultures.

Art teachers should develop concepts of painting and drawing, modeling and carving, printing and the graphic arts, stitching and weaving, and building and construction. Design should be a part of concept development in each of the experiences in art.

Laboratory experiences should be provided and required in the following areas: (1) drawing and painting, (2) graphics, (3) sculpture and three-dimensional construction, including architecture and interior design, (4) ceramics, (5) jewelry and metal work, (6) weaving, and (7) display, including lettering.

Additional experiences should be provided in the related art forms of dance, music, drama, photography, architecture, and the industrial arts. These additional experiences, when provided, should be organized to develop concepts of the interrelatedness of the art forms and the basic concepts common to all forms of art.

Certification requirements specify:

*Art* ..... 30 semester hours

I. Design, Drawing, Painting, Graphics (Studio) ..... 12 sem. hrs.

II. Sculpture, Ceramics, Crafts ..... 12 sem. hrs.
Sculpture ..... 6 sem. hrs.
Ceramics and Crafts ..... 6 sem. hrs.

III. History, Appreciation of Art ..... 6 sem. hrs.

#### BUSINESS EDUCATION

Preparation programs for all teachers of business education should include a wide representation of basic business studies such as business organization, banking and finance, insurance, business law, geography, economics, principles of marketing, advertising, and consumer education.

In addition to these basic studies, teachers preparing to teach secretarial science should also have demonstrated efficiency in typewriting, shorthand and transcription, and office practice (including filing and office machines). Standards should specify the degree of skill to be achieved in typewriting and shorthand and should require a planned program of evaluative procedures for measuring the degree of skill involved. The college should arrange for supervised practice experience in office work.

Teachers preparing to teach bookkeeping should have, in addition to the basic business studies, a program in accounting.

Some comprehensive programs will prepare students to teach all the business subjects, including general business, bookkeeping, and secretarial science. Other programs will prepare the student to teach in selected areas or subjects.

Certification requirements specify:

*Business Education* ..... 45 semester hours

An applicant may qualify for endorsement in selected areas of business education by completing 45 semester hours as follows:

*Business Education—General Office Procedures* ..... 45 semester hours

Shall include: accounting—12 sem. hrs., business principles and management—12 sem. hrs., office systems—12 sem. hrs., and typewriting—9 sem. hrs.*

(Endorsed to teach: basic business, bookkeeping, office procedures, and typewriting)

*Business Education—Stenography* ..... 45 semester hours

Shall include: business principles and management—12 sem. hrs., office systems—9 sem. hrs., accounting—6 sem. hrs., and stenography—18 sem. hrs.*

(Endorsed to teach: basic business, office procedures, record-keeping, shorthand, and typewriting)

*Business Education—*

*Bookkeeping-Data Processing* ..... 45 semester hours

Shall include: accounting—12 sem. hrs., business principles and management—12 sem. hrs., data processing—12 sem. hrs., office systems—6 sem. hrs., and typewriting—3 sem. hrs. (or prior skill in typewriting)

(Endorsed to teach: basic business, bookkeeping and accounting, data processing, and office procedures)

*Business Education (separate subject endorsements)*

*Bookkeeping and Accounting* ..... 12 semester hours

*Basic Business* ..... 12 semester hours

*Data Processing* ..... 12 semester hours

*Office Systems and Procedures* ..... 12 semester hours

This includes office machines or clerical practice and such other subjects in the area of office systems and procedures as office management, filing, and business communications. Prerequisite —6 semester hours in typewriting*

---

*In the case of students who on account of previously acquired proficiency in typewriting and shorthand are admitted to advanced courses, the credit requirements will be reduced if the student passes the most advanced course offered by the college.

*Shorthand and Typewriting* ..... 15 semester hours

This shall include 9 semester hours in shorthand* and 6 semester hours in typewriting.*

DISTRIBUTIVE EDUCATION

Certification requirements specify:

*Distributive Education* ..... 18 semester hours

Completion of curriculum prescribed for preparing teachers of distributive education in a college approved for this work, and for which the degree of Bachelor of Science is given.

I. A minimum of 18 semester hours in technical courses such as marketing, retailing, wholesaling and/or service functions in the field of distribution is required.

II. Applicant must show evidence of adequate occupational experience in the field of distribution.

DRAMATICS

Certification requirements specify:

*Dramatics* ..... 12 semester hours

DRIVER EDUCATION

Certification requirements specify:

*Driver Education* ..... 6 semester hours

An applicant may qualify for endorsement in driver education on a regular certificate by completing the following recognized college credit courses:

I. A basic driver education course (3 semester hours) consisting of both classroom instruction and supervised experience in actual practice driving (behind-the-wheel) instruction.

II. A course in general safety education (3 semester hours)

OR

An advanced course in driver education (3 semester hours)

ENGLISH

Programs for the preparation of secondary school English teachers

*In the case of students who on account of previously acquired proficiency in typewriting and shorthand are admitted to advanced courses, the credit requirements will be reduced if the student passes the most advanced course offered by the college.

should include certain fundamental areas of study and opportunities for individual students to develop background in selected areas of emphasis.

Fundamental areas of study:

1. A fundamental knowledge of the historical development and present character of the English language: phonology (phonetics and phonemics), morphology, syntax, vocabulary (etymology and semantics), and metalinquistics (relations of language and society—for example, usage)
2. Advanced composition and provision for a considerable amount of writing throughout the college program
3. Literature, including a reading background of major works from literature; emphasis on English and American literature; familiarity with outstanding non-English works in English translation; contemporary literature; literature appropriate for adolescents, representing a variety of interests
4. Speech: work in speech development, oral expression, and the related development of listening skills.

Certification requirements specify:

*English* ..... 30 semester hours

The requirement of a minimum of 30 semester hours shall include courses in English literature, American literature, language, and composition and should also include a course in advanced composition and modern English grammar.

*English and Speech, English and Jounalism,*

*English and Dramatics* ..... 36 semester hours

FOREIGN LANGUAGES

The program to prepare a future teacher of a modern foreign language must provide him with the opportunity to develop:

1. Ability to understand conversation of normal tempo, lectures, and news broadcasts
2. Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation
3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content
4. Ability to write a simple "free composition" such as a letter with clarity and correctness in vocabulary idiom and syntax

5. Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and of English

6. Awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own; first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people

7. Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives; knowledge of the use of specialized techniques, such as newer media, and of the relation of language study to other areas of the curriculum; and ability to evaluate the professional literature of foreign language teaching.

The college should employ systematic evaluative procedures to determine the degree to which its students have approached the aforementioned objectives, as the bases for guidance and placement, graduation, and recommendation for certification.

A similar degree of competency and knowledge should be required for each major language, and for classical languages insofar as they are applicable.

Certification requirements specify:

*Foreign Languages (Modern)* ..... 30 semester hours

The applicant must present 30 semester hours of a specific language, including the beginning, intermediate, and other courses which may have been taken prior to college study.

For endorsement in a second modern language the applicant must present 24 semester hours of a specific language, including the beginning, intermediate, and other courses which may have been taken prior to college study.

*Latin* ..... 24 semester hours

The applicant must present 24 semester hours of Latin, including the beginning, intermediate, and other courses which may have been taken prior to college study.

For endorsement in Latin as a second foreign language the applicant must present 18 semester hours of Latin, including the beginning, intermediate, and other courses which may have been taken prior to college study.

**HEALTH AND PHYSICAL EDUCATION**

1. The Program of Subject-Matter Background Selected for Teachers of Health and Physical Education

The subject-matter major should include studies and experiences in the many subject-matter areas drawn upon in building a program in health and physical education in the public schools. Courses designed specifically to meet the needs of health and physical education teachers may be offered by various departments of the college or university. In some colleges, a portion of this basic study may be included as part of the student's general education program.

a. Basic background studies in the biological sciences, such as human biology, including anatomy, physiology, and kinesiology; bacteriology; genetics; and body chemistry

b. Basic background studies in the behavioral and social sciences, such as developmental psychology, constitutional psychology, social psychology, anthropology, and social pathology

c. Content courses in health, such as personal health, community health, and sanitation programs; nutrition; mental health; alcohol, tobacco, drugs, and social diseases; family living, including sex education; first aid; sight and hearing conservation; communicable diseases; health problems of school children; and home care of the sick

d. Studies and participation in physical activities, such as fundamental skills and exercises; gymnastics; aquatics; individual and dual sports; team sports and games; mass games and activities; rhythms and dance; camping and outdoor recreation.

2. The Professional Program for Teachers of Health and Physical Education

In addition to the basic professional program for all teachers, health and physical education teachers should have a specialized professional program designed to develop the following understanding and skills:

a. Aims and objectives of health and physical education in elementary and secondary schools

b. Selection and organization of learning experiences, and specialized methods and materials in elementary and secondary school health and physical education programs

c. Objectives and methods of measurement and evaluation in health and physical education

d. The school health program, including health instruction, health services, and healthful school living

e. Adapted physical education and medical liaison

f. Relationship of physical and health conditions to total student learning and development.

Certification requirements specify:

*Health and Physical Education* ..... 36 semester hours*

Shall include appropriate content in each of the following areas:

I. Scientific Background Area

II. General Theory in Health, Physical Education, and Safety

III. Health and Safety Education

IV. Physical Education Activities

HOME ECONOMICS

The curriculum for the preparation of home economics teachers should develop an effective concern for the strengthening of family life. Although elective specialization is desirable, it is primarily important that programs have sufficient breadth and depth to develop functional competencies in the several areas involved. Home economics is not the only field dealing with certain aspects of family life, but it is the only field dealing with all of them and treating them in their practical relationships.

Programs in home economics teacher education should provide approximately equal emphasis in each of five areas:

1. Family relations: child development and child care; educating the individual for family living; and the family in the community and cultural setting
2. Nutrition and foods: selection, preservation, preparation, and utilization of food for the nutrition of individuals and families
3. Clothing and textiles: sociological and psychological factors involved in the selection and buying of clothing for the individual and family; with emphasis on wardrobe planning, consumer skills, fitting, care, basic construction of clothing for all family members, and textiles for the home
4. Housing, home furnishings, and equipment: selection, buying, and care of the home and its furnishings with emphasis on meeting the needs for shelter for the family
5. Home management and family economics: child care and the use of resources open to families to achieve individual and family goals at the various stages of the life cycle.

In the development of these areas, programs of home economics education should include substantial study in the humanities and the social, behavioral, and natural sciences.

*It is recommended that a course in school health and a course in physical education activities appropriate for the elementary level be included.

Programs for the education of teachers of vocational home economics may provide specialized preparation for adult education and demonstration center programs through both work and supervised experience.

Certification requirements specify:

*Home Economics, Vocational* ..... 45 semester hours

An applicant for endorsement to teach home economics must qualify for the Collegiate Professional Certificate by completing a curriculum prescribed for preparing teachers of home economics in a college approved for the preparation of vocational home economics teachers and for which the baccalaureate degree is given.

Home Economics Subject Content:

I. The Family and Child Development ..... 9 sem. hrs.

II. Housing, Home Furnishing and Equipment ..... 9 sem. hrs.

III. Foods and Nutrition ..... 9 sem. hrs.

IV. Clothing and Textiles ..... 9 sem. hrs.

V. Family Economics and Home Management ..... 9 sem. hrs.
(including residence in a home management house)

INDUSTRIAL ARTS EDUCATION

Programs to prepare teachers of industrial arts should include a body of related courses or subject matter organized for carrying out learning experiences through the study of industry—the origin and development of industry and technology; technical, organizational, consumer, occupational, recreational, social, and cultural aspects of industry and technology; and learning experiences involving activities such as experimentation, design, planning, construction, creation and operation of tools, materials, and processes.

The industrial arts teacher should be prepared (1) to serve a general industrial arts course offering instruction in at least five of the main divisions of industrial arts subject matter, and (2) to serve a general unit-type laboratory or shop in one of the main divisions of industrial arts subject matter.

More specifically, the industrial arts teacher education program should include:

1. Study of the philosophy, principles, and methods of industrial arts in elementary, secondary, adult, and collegiate schools
2. Fundamental knowledge of the historical development of technology and its impact on man and society
3. Technical competencies developed in at least five of the following divisions of industrial arts subject matter (a, b, d(3), d(6), and e):

a. Drafting: learning activities concerned with communicating ideas or illustrations graphically by depicting them on a surface such as paper by means of a pencil, pen, or other marking instrument

b. Electricity-electronics: study of technology involved in the industrial uses of electrical energy for operating electrically powered equipment and for operating various kinds of communications transmitting equipment, including the theory, applications, and control of electrical energy

c. Graphic arts: learning experiences concerned with the tools, materials, and processes used in the printing industries. Instruction usually includes study of the technical aspects of printing, related occupations, management problems, and the consumer-printing industry relationships.

d. Manufacturing and construction industries: study of the technological achievements of man concerned with methods and processes used in creating structures and articles of value for mass consumption, including housing, waterworks, textiles, rubber products, chemicals, and cellulose

   (1) Ceramics: learning experiences concerned with industry and the technology and products involved in the industrial and domestic uses of nonmetallic resources such as clay, sand, and glass

   (2) Crafts: study of the handicraft industries, their organization and management, and the tools, materials, processes, products, and occupations involved in production

   (3) Metals: subject-matter and learning activities concerned with (a) the refinement, testing, and uses of metals, and (b) metals-manufacturing industries and the technology involved in the production of metal products

   (4) Plastics: subject-matter and learning activities concerned with the study of plastics industries, including the materials, processes, products, and technology involved

   (5) Textiles: learning experiences which include subject matter and activities concerned with the textiles industries, types of technology involved in textile manufacturing, and textile products

   (6) Woods: study of woods, including the various manufactured products, technology employed in manufactured products and in construction using woods, and related factors such as occupations, economics, and consumers

e. Power and transportation: study of the technology involved in harnessing and controlling power, including its source, generation, and transmission, and the use of powered devices and vehicles

f. Research and development: study of industrial problems, including provisions for teachers to make independent investigations of the origins and evolution of present industrial conditions. In addition, teachers will pursue research and make reports on experiments and engineering problems and their solutions, and design, construct, and test their individual projects.

Certification requirements specify:

*Industrial Arts Education* ..... 30 semester hours

Thirty semester hours must be completed from at least two of the following major areas with a minimum of 10 semester hours in each of two areas. The remainder of the 30 hours may come from the same two areas or from the third area.

I. Communications (drawing and design, graphic arts, electricity and electronics, and the like)

II. Manufacturing and Construction (woodworking, metalworking, plastics, textiles, ceramics, and the like)

III. Power and Transportation (aeronautics, automotive, marine, hydraulics, mechanics, chemical, and the like)

INDUSTRIAL COOPERATIVE TRAINING

Certification requirements specify:

Applicant must be a graduate of an approved four-year vocational education program for industrial cooperative training coordinators.

OR

Applicant must have a baccalaureate degree and

I. Two or more years of successful teaching experience.

II. A course in administration and coordination of industrial cooperative training (or the equivalent) ..... 3 semester hours

III. A course in methods and development of related instructional materials for industrial cooperative training (or the equivalent) ..... 3 semester hours

IV. Acceptable experience in business and/or industry.

TRADE AND INDUSTRIAL EDUCATION

Certification requirements specify:

*Day Trade or Technical Subjects*

An applicant must have completed the baccalaureate degree in vocational industrial education in an institution approved for this

work. The curriculum must have provided for work experience in the trade or technology the applicant wishes to teach.

(Refer to certification bulletin for specific requirements.)

JOURNALISM

Certification requirements specify:

*Journalism* ..... 12 semester hours

SCHOOL LIBRARIAN

Programs to prepare school librarians should include four areas: General education, subject-matter specialization, professional education, and specialized preparation for librarianship. This specialized preparation should be the equivalent of at least one year in duration. It should include study of the following areas, with undergraduate programs, where operative, emphasizing the first five:

1. Administration and organization of the library
2. Fundamentals of library service
3. Library materials and selection of materials
4. Reference materials and services
5. Cataloging, classification, and management of these operations
6. Relations with mass media and general public relations
7. Selection and supervision of personnel
8. Techniques of library service in the field of research
9. Expansion of kinds of library services, including extending use of television, microfilm, and other forms of electronics as may become appropriate for school library use
10. Development of inservice programs in library use.

Certification requirements specify:

*Library Science* ..... 18 semester hours

I. Materials: Selection and Use ..... 12 sem. hrs.

Courses in each of the following:

Children's Literature
Adolescent and Adult Literature
Reference & Bibliography
Non-Book Resources

II. Organization and Operation of a Library ... 6 sem. hrs.

Courses in each of the following:

School Library Administration
Technical Processing

III. Directed School Library Service ..... 3 sem. hrs.*
(Must include methods of teaching the use of materials)

MATHEMATICS

Programs for the preparation of secondary school mathematics teachers should include provision for certain fundamental areas of study as outlined in *Guidelines for the Preparation of Teachers of Secondary School Science and Mathematics* produced by NASDTEC-AAAS.

Certification requirements specify:

*Mathematics*

A. All high school mathematics ..... 27 semester hours

Shall include a course in analytic geometry and calculus and should include courses in modern algebra, geometry, and probability and/or statistics.

B. Mathematics (Pre-Algebra) ..... 16 semester hours

Teachers of the following subjects only:

Eighth- and ninth-grade arithmetic, consumer mathematics, and basic mathematics.

MECHANICAL DRAWING

Certification requirements specify:
*Mechanical Drawing* ..... 6 semester hours

MUSIC

1. Basic music includes subjects such as the following, sometimes taught separately and sometimes in combination courses which include several subjects: (a) music reading, (b) ear training and diction (melodic, harmonic, and rhythmic), (c) keyboard harmony, (d) harmony (part writing), (e) form and analysis, (f) instrumental and/or vocal arranging, (g) counterpoint, and (h) composition.

   The objective of these courses is to develop sound musicianship, with constant emphasis on the usefulness of this material in the classroom teaching situation. The use of various mediums of performance in addition to the piano is encouraged.

2. Musical performance including the following subject areas is recommended:

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*The 3 semester hours credit in Directed School Library Service is a part of the professional education requirements. Two years of successful experience as a librarian will satisfy the requirement of the Directed School Library Service, but no credit will be assigned.

a. Conducting. The student is to be trained to read and conduct from both choral and instrumental scores of suitable school music materials.

b. Ensemble. All music education students should participate in both large and small ensembles.

c. Functional piano facility. All music education majors should be expected to demonstrate piano facility, as follows:

(1) Ability to sight-read songs of the type found in a songbook

(2) Ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations, also to transpose the songs and harmonizations to other keys

(3) Ability to sight-read fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used for school rhythmic activities.

d. Major performance area. Each music education student should have one performance area in which he excels. The college should state the requirement in terms of musical and technical standards rather than credits or years of study.

e. Minor performance area. Every music education student, in addition to his major performance area, should have the equivalent of the following as a minimum requirement:

(1) One year of voice study

(2) One term or semester of a stringed instrument and/or a teaching and basic performance ability on all stringed instruments

(3) One term or semester of a woodwind instrument and/or a teaching and basic performance ability on all woodwind instruments

(4) One term or semester of a brass instrument and/or a teaching and basic performance ability on all brass instruments

(5) One term or semester of percussion, emphasizing the fundamentals of the snare drum and/or a teaching and basic performance ability on all percussion instruments.

3. Music history and literature should be designed to provide acquaintance with much music within its historical framework; knowledge of the major periods of music history in terms of composers, philosophies, styles, and mediums; and the perceptive and analytical skills basic to high standards of artistic taste and judgment.

Certification requirements specify:

*Music* ..... 36 semester hours



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I. Performance ..... 18 sem. hrs.

Distribution should be as follows:

Applied Music Major—8 sem. hrs., Applied Music Minor—3 sem. hrs., Conducting—3 sem. hrs., Other—4 sem. hrs.

II. Basic Musical Knowledge ..... 18 sem. hrs.

Distribution should be as follows:

Music Theory—12 sem. hrs., Music History and Literature—6 sem. hrs.

**SCIENCE**

Programs for the preparation of secondary school science teachers should include provision for certain fundamental areas of study outlined in *Guidelines for the Preparation of Teachers of Secondary School Science and Mathematics* produced by NASDTEC-AAAS.

Certification requirements specify:

*Science*

*Biology* ..... 24 semester hours

Shall include a laboratory course in introductory biology. In addition a year's course in organic chemistry, physics, and mathematics should be completed.

*Chemistry* ..... 24 semester hours

Shall include courses in general principles and organic, analytical, and physical chemistry. In addition a year's course in biology, physics, and mathematics should be completed.

*Earth Science* ..... 24 semester hours

Shall include a one-year course in general college geology and a course in each of two of the following: astronomy, meteorology, oceanography, and physical geography.

*General Science* (Grades 8 and 9) ..... 24 semester hours

This requirement must include credit in at least three of the science fields (biology, chemistry, physics, or earth science).

*Physics* ..... 20 semester hours

*Physics, alternate endorsement* ..... 16 semester hours

All persons with a college major in astronomy or with endorsement in biology, chemistry, or mathematics (all high school subjects) shall be endorsed in physics with 16 semester hours in physics, eight semester hours of which must be in courses above the introductory level which use calculus.

SOCIAL SCIENCE

The curriculum for the preparation of social science teachers has as its general objective the attainment of a broad understanding of human society and the environmental and cultural factors which shape and condition human life. Insight into the complexities of modern society requires knowledge and understanding of history, government, economics, sociology, cultural anthropology, and geography. The courses which comprise the social science curriculum should make systematic and deliberate provision for content in each of the following:

1. *History:* origin and historical development of various cultures throughout the world; interplay of physical, economic, political, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.
2. *Political Science (Government)*: nature of government in modern society as a supplier of essential service, the embodiment of values, and the arbiter of interest conflicts; principles and practices of the national, state, and local units of American government as compared with other forms of government; and appreciation of democracy not only as a form of government, but also as a conviction based on moral principles and a philosophy of life
3. *Economics:* principles and processes underlying current problems and practices in various economic systems; application of social controls to economics; and the regulation of economic controls by government
4. *Sociology and Cultural Anthropology:* diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world; and major social problems of American society such as those relating to minority groups, health and medical care, employment and industrial relations, crime, and delinquency
5. *Geography:* the earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale.

Certification requirements specify:

*History and Social Science* ..... 42 semester hours

The credit shall be distributed as follows:

| | |
|---|---|
| History | 18 sem. hrs. |
| Government | 12 sem. hrs. |
| Geography | 6 sem. hrs. |
| Economics | 6 sem. hrs. |

This endorsement permits an applicant to teach any of the above listed subjects.

*History* ..... 24 semester hours

(Selected in not less than two of the following:

American history, ancient history, English history, European history, world history, and contemporary affairs)

*Economics* ..... 18 semester hours

*Geography* ..... 18 semester hours

*Government* ..... 18 semester hours

*Sociology* ..... 18 semester hours

An applicant for a separate endorsement in history, geography, government, sociology shall be required to complete a course in basic economics.

SPEECH (PUBLIC SPEAKING)

Certification requirements specify:

*Speech (Public Speaking)* ..... 12 semester hours

SPECIAL EDUCATION

Certification requirements specify:

An applicant for endorsement to teach special classes of exceptional children must quality for the Collegiate Professional Certificate.

*Crippling Conditions* ..... 27 semester hours

*Emotionally Disturbed* ..... 30 semester hours

*Hearing Disorders* ..... 33 semester hours

*Mentally Retarded* ..... 27 semester hours

*Speech Disorders* ..... 33 semester hours

*Visually Impaired* ..... 30 semester hours

(Refer to certification bulletin for specific requirements.)

## SECTION III

### READING SPECIALISTS

The following standards pertain to advanced college programs for the preparation of reading specialists.

| | |
|---|---|
| STANDARD I | The preparation program shall have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experience of the candidate. |
| STANDARD II | The program shall extend the candidate's understanding of the nature of the learner and the learning process with specific application to reading. |
| STANDARD III | The program shall extend and deepen the candidate's ability to work effectively with children and youth in developing reading skills and in diagnosing and correcting reading disabilities. |
| STANDARD IV | The program shall provide a supervised practicum with children and youth in developmental and remedial reading instruction. |
| STANDARD V | The program shall increase the candidate's knowledge of the techniques and materials used in reading instruction. |
| STANDARD VI | The program shall develop the candidate's concept of the reading specialist's role in staff relationships and the total school organization. |
| STANDARD VII | The program shall develop the candidate's sensitivity to the causes of reading problems in handicapped and disadvantaged children. |

Certification requirements specify:

A. General Requirements

1. Hold or be eligible for the Collegiate Professional Certificate.
2. Have at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility of the position.

B. Have successfully completed a planned program for the Master's degree to include:

1. A minimum of 12 semester hours in graduate level courses with at least one course in each of the following:

a. Foundations or Survey of Reading
b. Diagnosis and Correction of Reading Disabilities
c. Clinical or Laboratory Practicum in Reading

2. Have completed, at the undergraduate or graduate level, study in each of the following areas:
   a. Measurement and/or evaluation
   b. Child and/or adolescent psychology
   c. Psychology, including such aspects as personality, cognition, and learning behaviors
   d. Literature for children and/or adolescents

## ADMINISTRATIVE AND SUPERVISORY POSITIONS

### SCHOOL PRINCIPALS

The following standards pertain to advanced college programs preparing school principals and assistant principals; elementary, secondary.

STANDARD I — The program shall have well-defined criteria for admission which shall include adequate and appropriate professional experiences in the schools.

STANDARD II — The program shall assure that a graduate should have acquired:

A. knowledge of a broad range of learning experiences and an understanding of the interrelationships involved.

B. administrative and supervisory knowledge and skills.

C. knowledge and skills related to group dynamics and curricular improvements.

D. understanding of the particular rights, responsibilities, and ethics inherent in professional service.

E. knowledge and skills related to school-community relations.

F. ability to conceptualize the interrelationship of the various disciplines.

G. a knowledge of school law.

H. competence in research and development with specific application to school programs and administration.

I. understandings of Drug Education.

STANDARD III The program shall be flexible enough to allow for individualized programs of study and experience which are most appropriate for the preparation of each candidate.

STANDARD IV The program shall provide for supervised off-campus practicum which aids in integrating theory and effective school practices.

STANDARD V The program shall be designed to use selection, retention and final evaluation procedures which identify candidates possessing the qualities of leadership, sensitivity, scholarship, intelligent human relations and insights necessary for effective selection of supportive personnel.

STANDARD VI The program shall provide for increased comprehension of learning theory and competence in applying such theory to the evaluation and improvement of learning and teaching.

STANDARD VII The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns.

STANDARD VIII Understandings and experiences called for in the above Standards will be at the appropriate level, elementary or secondary (including intermediate or middle) schools.

Certification requirements specify:

Elementary School Principals and Assistant Principals

1. Hold the Postgraduate Professional Certificate.
2. Have demonstrated the leadership qualities and personal characteristics necessary for working effectively with pupils, teachers, and parents as attested to by a division superintendent of schools or the chief administrative officer of a private school or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications.
3. Have successfully completed at least one graduate course in each of the following areas:

   School Administration
   Supervision of Instruction
   Elementary School Curriculum Development
   School Law
   School-Community Relations

4. Have at least three years of successful experience as a teacher, administrator, or supervisor, at least one year of which must have been at the elementary school level.
5. The applicant's course of study shall include, at the graduate or undergraduate level, training in drug education. Such training may constitute a separate course or may be included in one or more of the courses listed above under Item 3.

Secondary School Principals and Assistant Principals

1. Hold the Postgraduate Professional Certificate.
2. Have demonstrated the leadership qualities and personal characteristics necessary for working effectively with pupils, teachers, and parents as attested to by a division superintendent of schools or the chief administrative officer of a private school or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications.
3. Have successfully completed at least one graduate course in each of the following areas:

   School Administration
   Supervision of Instruction
   Secondary (including intermediate or middle) School Curriculum Development
   School Law
   School-Community Relations
4. Have at least three years of successful experience as a teacher, administrator, or supervisor, one year of which must have been at the secondary level.
5. The applicant's course of study shall include, at the graduate or undergraduate level, training in drug education. Such training may constitute a separate course or may be included in one or more of the courses listed under Item 3 above.

ASSISTANT SUPERINTENDENTS FOR INSTRUCTION
DIRECTORS OF INSTRUCTION
GENERAL SUPERVISORS
ELEMENTARY AND SECONDARY SUPERVISORS

The following standards pertain to advanced college programs for the preparation of supervisors including Assistant Superintendents for Instruction, Directors of Instruction, General Supervisors, and Elementary and Secondary Supervisors.

STANDARD I The program shall have a well-defined criteria for admission which shall include adequate and appropriate professional experience in the school.

STANDARD II The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns.

STANDARD III The program shall provide an advanced level of preparation with emphasis on recent research and new development in the area to be supervised.

STANDARD IV The program shall develop competence in understanding principles and practices in curriculum development and interpreting this development to others.

STANDARD V The program shall provide competence in understanding learning theory and in applying such theory to the improvement of teaching.

STANDARD VI The program shall develop competence in school supervision, with emphasis on the individual and group processes.

STANDARD VII The program shall be designed to facilitate the acquisition of those competencies deemed essential for effective supervision and shall include supervised experiences in schools to provide an opportunity to:

A. observe how supervisors discharge supervisory duties.

B. gain knowledge of essentials in successful school supervision.

C. acquire theoretical understandings of successful school supervisory practices.

D. learn about school organization and essentials of coordination of various aspects of the school program.

E. acquire supervisory competence through practice carefully assessed by administrative or supervisory personnel.

STANDARD VIII Understandings and experiences called for in the above Standards will be at the appropriate level, elementary or secondary (including intermediate or middle) schools.

Certification requirements specify:

Assistant Superintendents for Instruction
Directors of Instruction
General Supervisors

1. Hold the Postgraduate Professional Certificate.
2. Have demonstrated the leadership qualities and personal characteristics necessary for working effectively with pupils, teachers, and parents as attested to by a division superintendent of schools or the chief administrative officer of a private school or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications.
3. Have had, within the last ten years, a minimum of five years of successful experience as a teacher, administrator, or supervisor. It is desirable that there be at least one year of experience at both the elementary and secondary school levels.
4. Have successfully completed at least one graduate course in each of the following areas:

   Supervision of Instruction
   Elementary and Secondary School Curriculum Development
   School Administration
   Teaching Materials, Resources and Media
   Evaluation of Instruction

5. In addition, the applicant should have completed courses dealing with group processes and understanding learning problems. Supervisory experience at the appropriate level(s) under careful supervision is recommended.

Elementary Supervisors
Secondary Supervisors

1. Hold the Postgraduate Professional Certificate.
2. Have demonstrated the leadership qualities and personal characteristics necessary for working effectively with pupils, teachers, and parents as attested to by a division superintendent of schools or the chief administrative officer of a private school or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications.
3. Have had, within the last ten years, a minimum of three years of successful experience as a teacher, administrator, or supervisor at the level to be supervised.
4. Have successfully completed at least one graduate course in each of the following areas:

   Supervision of Instruction

Curriculum Development—appropriate to the level at which the individual is to be endorsed
School Administration
Teaching Materials, Resources and Media
Evaluation of Instruction

5. In addition, the applicant should have completed courses dealing with group processes and understanding learning problems. Supervisory experience at the appropriate level(s) under careful supervision is recommended.

PUPIL PERSONNEL SERVICES POSITIONS
SCHOOL COUNSELORS ELEMENTARY AND/OR SECONDARY

The following standards pertain to advanced college programs preparing guidance counselors.

STANDARD I — The program shall constitute at minimum the equivalent of one full-time year of study on the graduate level.

STANDARD II — There shall be evidence that careful screening is employed to assure that only persons of integrity, having the potential for developing effective relationships with youth, teachers, administrators and parents are accepted as candidates.

STANDARD III — The program shall include study of the philosophy, organization, and professional activities related to the practice of school counseling.

STANDARD IV — The program shall assure that the prospective school counselor has had adequate full-time background experience with pupils and teachers of the appropriate grade levels.

STANDARD V — The program shall provide an understanding of the individual, including the dynamics of human behavior.

STANDARD VI — The program shall extend the student's understanding of basic educational philosophies and school curriculum patterns.

STANDARD VII — The program shall include a study of societal forces and cultural changes and shall include study of the socio-economic, ethnic, and racial groups.

STANDARD VIII — The program shall provide for competence in the following areas:

A. psychological and educational assessment.

B. counseling.

C. group processes.

D. personal, social, educational, and career development including the use of vocational and educational information.

E. administration of counseling programs including faculty and public relations.

F. performance, interpretation, and utilization of educational research.

STANDARD IX The program shall provide supervised laboratory and practicum experience to give the prospective guidance counselor the opportunity to:

A. practice counseling methods and techniques.

B. observe how the duties of a guidance counselor are discharged.

C. discharge the duties of a counselor.

STANDARD X The program shall provide separate and distinct experience for preparation of elementary and secondary counselors. While some areas of preparation may be common, a single course will not establish a separate and distinct program. The implementation of Standards III, IV, and IX must recognize grade level differences.

Certification requirements specify:

1. The applicant shall hold a Master's degree.
2. The applicant shall have a minimum of one successful academic year of full-time experience in a professional school position.
3. Applicants shall have completed twenty-one semester hours of graduate credit, including a course in each of the following areas:
   a. Philosophy and principles underlying guidance and other pupil personnel services
   b. Counseling theory and practice
   c. Educational and psychological measurement—individual appraisal
   d. Personal, social, educational, and career development, including the use of vocational and educational information
   e. Understanding the individual—the nature and range of human characteristics

f. Group processes

g. Supervised experience discharging the duties of a counselor
*Note:* Applicants for endorsement who hold a valid certificate and who submit evidence of one academic year of successful, full-time experience as a guidance counselor at the appropriate level may substitute another appropriate graduate course for the supervised experience.

4. The applicant for endorsement as an elementary guidance counselor shall have completed a graduate course in Elementary School Guidance and have satisfied Items 2 and 3-g with elementary school age children.

SCHOOL PSYCHOLOGISTS

The following standards pertain to advanced college programs preparing school psychologists.

STANDARD I — The program should assure the acquisition and mastery of a broad understanding of the psychology of learning and the learning disabilities of all pupils with specific applications to school situations.

STANDARD II — The program should provide a comprehensive understanding of personality development and the dynamics of human behavior.

STANDARD III — The program should provide studies and experiences which develop competencies in psychological assessment, individual and group prescriptive procedures, reporting and counseling, and consultation and guidance.

STANDARD IV — The program should provide studies and experiences in both the performance and interpretation of research and the application of research in educational adjustment.

STANDARD V — The program should provide a comprehensive understanding of the role and functions of other pupil personnel service workers and should develop integrated concepts from such related disciplines as cultural anthropology, sociology, the humanities, economics, and medicine.

STANDARD VI — The program should assure a comprehensive understanding of the organization, administration and operation of public schools; the various major roles of the personnel employed in public schools; and

appropriate knowledge of curriculum development at all grade levels.

STANDARD VII The program should provide a broad practicum experience of approximately one semester under adequate supervision in clinics, hospitals, institutions for children, and schools. This should include a supervised internship in realistic school situations.

Certification requirements specify:

1. The applicant shall hold a Master's or higher degree.
2. The applicant shall have completed one academic year of full-time successful internship as a school psychologist in an accredited school.
3. The applicant shall have completed a minimum of 48 semester hours in the areas below.

   a. *The Individual Study of the Child* 15 semester hours
   Each of the following areas *must* be included:
   (1) The meaning and assessment of intelligence
   (2) Personality assessment techniques
   (3) Integration and assessment techniques
   (4) Assessment of learning difficulties, psychomotor functioning, or behavior disorders
   (5) Psychology of the atypical child

   b. *Learning and Remediation* 9 semester hours
   Each of the following areas *must* be included:
   (1) Curriculum
   (2) Learning theory
   (3) Remedial methods in reading or learning disabilities

   c. *Personality Theory and Development* 9 semester hours
   Each of the following areas *must* be included:
   (1) Child growth and development
   (2) Personality theory and development
   (3) Abnormal psychology

   d. *School Organizations* 6 semester hours
   Distributed among the following areas:
   (1) Foundations of education
   (2) Organization and administration of schools
   (3) Role and function of the psychologist in the schools

e. *Measurement and Research* — 6 semester hours

Distributed among the following areas:

(1) Tests and measurements
(2) Research design
(3) Statistics
(4) Measurement accountability

f. *Electives* — 3 semester hours

These electives may be in psychology and/or related fields.

SCHOOL SOCIAL WORKERS

The following standards pertain to advanced college programs preparing school social workers.

STANDARD I — The program shall provide for the comprehension of principles and developments affecting the role of the school social worker and for the specific competency requirements of that role.

STANDARD II — The program shall provide appropriate experience in the following:

A. psychological assessment
B. counseling and consultation
C. social case work
D. family problems
E. staff cooperation and communication
F. community resources and social work agencies

STANDARD III — The program shall provide increased understanding of education as an institution and its relation to the community, advanced understanding of current developments in the field of knowledge affecting the school curriculum, curriculum development, educational supervision, knowledge of school law and legal provisions pertaining to child welfare.

STANDARD IV — The program shall provide for in-depth studies of child growth and development and increased understandings of principles and developments concerning the learner and the learning process.

STANDARD V — The program shall provide for an orientation to the cause and effect of stress, disability, disease, and deprivation on human behavior and development especially in those children whose learning is af-

fected by physical, neurological, intellectual, emotional disturbances or retardation.

STANDARD VI The program shall provide for an advanced comprehension and sensitivity to the dynamics and interrelatedness of the school and the home as it applies to the individual child.

STANDARD VII The program shall provide supervised practicum experience with opportunities for the student to:

A. observe how school social workers discharge their duties

B. gain knowledge of the essentials in conducting a successful school social work program

C. acquire theoretical understandings of successful school social work programs

D. learn important aspects of relationships with parents and of the school organization

E. evaluate his competencies as an effective school social worker through carefully assessed practice

STANDARD VII The program shall provide experience in both the performance and the interpretation of research, with specific application to community, family, and pupil problems as confronted by the school social worker.

Certification requirements specify:

1. The applicant shall hold a Master's degree from an accredited graduate school of social work.
2. The applicant shall have a minimum of one year of full-time successful as a school social worker.
3. The applicant shall have completed a minimum of six graduate semester hours in the area of educational foundations or curriculum.

Any person employed as a school social worker on the effective date of these regulations who holds a Master's degree from an accredited graduate school of social work who has had one year of successful experience as a school social worker will be eligible to hold a Pupil Personnel Services Certificate.

VISITING TEACHERS

The following standards pertain to advanced college programs preparing visiting teachers.

STANDARD I — The program shall provide appropriate experience in the following areas:

A. human behavior

B. theory and methods of casework

C. evaluation

D. supervised experience

STANDARD II — The program shall provide for in-depth studies of child growth and development; an orientation to the causes and effects of stress, disability, disease and deprivation on human behavior; and family and group dynamics.

STANDARD III — The program shall provide studies and experience in methods of interviewing, casework and counseling.

STANDARD IV — The program shall provide studies and experiences in comprehension and sensitivity to the dynamics and interrelationships of the school, the home and the community as it applies to the individual child.

STANDARD V — The program shall provide for understanding the learner and the learning process, especially of those children who are affected by physical, neurological, intellectual or emotional disturbances, and social adjustment.

STANDARD VI — The program shall provide studies and experiences in evaluation of both the objective data and the social history contained in the pupil's school record.

STANDARD VII — The program shall provide for a study of social forces and cultural changes, socio economics, ethnic and racial groups.

STANDARD VIII — The program shall provide for a supervised internship in a school setting, with opportunities for the worker to:

A. develop skills and techniques in casework

B. gain knowledge essential to conducting a successful visiting teacher program

C. gain an understanding in the worker's role in the school organization

D. evaluate his competencies as a visiting teacher through carefully assessed practices.

Certification requirements specify:

1. The applicant shall hold a Master's degree.
2. The applicant shall have completed one academic year of successful teaching experience.
3. The applicant shall have completed a minimum of 21 semester hours of graduate credit distributed in the following areas:
   a. *Human Behavior*
      (1) Human Growth and Development
      (2) Psychology (child, educational, abnormal or adjustment)
      (3) Sociology (educational, family, group dynamics)
   b. *Theory and Methods*
      (1) Theory and Casework Methods
      (2) Seminar in Visiting Teacher Services
      (3) Community Organizations
   c. *Evaluation*
4. The applicant shall have completed a one-year supervised experience program.

SECTION IV

# ADMINISTRATION OF THE APPROVED PROGRAM APPROACH TO TEACHER EDUCATION AND CERTIFICATION

A. Procedures for Applying Standards

All "approved programs" of teacher education in Virginia colleges and universities must be approved by the State Board of Education.

1. Application
   a. An institution desiring approval of its teacher preparation program shall file an application with the Department's Division of Teacher Education, listing the programs for which approval is desired. (Copies should be submitted in sufficient quantity for use by the Department and members of the visiting committee.)
   b. A visiting committee appointed by the State Superintendent of Public Instruction will visit the institution for the purpose of reviewing and reporting the teacher education program. The size and composition of the committee will be in keeping

with the nature and scope of the program being evaluated. If possible, the schedule for the visitation committee should be arranged at a time when other accrediting agencies have visiting teams at the institutions. The visitation committee, in planning and executing its visit to the institution, will: (1) analyze and study materials resulting from the staff study of the institution and (2) make a report of its study and findings to the Division of Teacher Education.

c. The State Superintendent of Public Instruction and/or his representative, with the advice of the State Advisory Committee on Teacher Education, will use all the information submitted about an institution as the basis for making his recommendation to the State Board of Education. One of the following forms of action may be taken by the Board: (1) approval—for categories and levels considered satisfactory, (2) provisional approval—indicating that the institution can bring its program to an acceptable level within three years, (3) defer action—because of inadequate information or for other reasons, (4) approval denied.

2. The expenses of the visiting committee shall be borne by the institution seeking approval.

3. Institutions placed on the approval list shall make annual reports to the State Department of Education. The Department will use the recommendations of the State Advisory Committee on Teacher Education as the basis for requesting information regarding compliance with the standards.

4. All teacher education institutions shall be re-evaluated every five years, or more often if deemed necessary, by the State Superintendent of Public Instruction.

5. If an institution on the approved list proposes to make changes in its teacher education program, a schedule shall be prepared describing the proposed additions, deletions, or alterations. The changes will be approved or disapproved by the State Superintendent of Public Instruction until the next regular scheduled re-evaluation of the institution's teacher education program.*

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* When an institution on the approved list proposes to make changes in its teacher education program, a schedule shall be prepared describing the proposed additions, deletions, or alterations. Only major changes such as the addition or deletion of areas of endorsement or the departure from the intent of the *Certification Regulations for Teachers* will require approval or disapproval by the State Superintendent of Public Instruction. He will act with the advice of the State Advisory Committee on Teacher Education, and the action will be reviewed at the next regular scheduled re-evaluation of the institution's teacher education program. This section should in no way be construed to inhibit responsible experimentation and innovation.

B. State Advisory Committee on Teacher Education

1. Membership

The Advisory Committee, consisting of ten to fifteen persons, shall be composed of professional representatives from all phases and levels of education. Members shall be named by the State Superintendent of Public Instruction and serve for a period of three years on staggered terms, with no one serving for more than two full terms. The Director of the Division of Teacher Education shall serve ex officio as chairman of the committee.

2. Functions

a. To review reports of the visitation committees and make recommendations through the Division of Teacher Education to the State Board of Education as to whether the institution's teacher education program should be approved or denied.

b. To inventory, review, and make recommendations pertaining to (1) procedures used in approving college programs, (2) standards requierd of approved colleges, and (3) teacher certification standards.

C. Certificate Issuance

A student who completes his study at an institution whose specific programs of teacher education have been approved by the State Board of Education will be issued an appropriate certificate by the Department of Education when his application for certification is supported by an official transcript and the recommendation of the authorized official of the institution.